

Academic Quality and Student Success Committee  
Agenda

	<u>Page</u>
1. Call to Order/Roll/Declaration of a Quorum (8:00am) <i>Chair Brown</i>	
2. Consent Agenda <i>Chair Brown</i>	
2.1 Approve <a href="#">Minutes of October 8, 2015 Meeting</a>	1
3. Action Items - none	
4. Discussion Items (8:05am)	
4.1 On-line Education, <a href="#">Extension Programs, and STEM Hub Presentations</a> (60 min) <i>Distance Education Director, Erika Veth; Academic Agreements Director,     Marla Edge; and STEM Hub Director, Melissa Dubois</i>	
4.2 <a href="#">Textbook Costs Presentations</a> (30 min) <i>Bookstore Manager, Allison Gromley and     Gregg Waterman, Associate Professor Mathematics</i>	4
4.3 Update on HECC Approval of MS Allied Health degree and BS Mechanical Engineering degree offered at Wilsonville (10 min) <i>Provost Burda</i>	
5. Other Business/New Business (9:45am) <i>Chair Brown</i>	
6. Adjournment (10:00am)	

**DRAFT MINUTES**

**Committee Trustees Present:**

Jeremy Brown, Chair  
Melissa Ceron

Bill Goloski  
Kathy Hill

Dan Peterson

**Additional Trustees Present:**

President Chris Maples

**University Staff and Faculty Present:**

Sandra Bailey, Director of Academic Excellence  
Lita Colligan, AVP Strategic Partnerships  
Barb Conner, Retention Coordinator  
Erin Foley, VP of Student Affairs/Dean of Students  
LeAnn Maupin, Dean of HAS  
Michelle Meyer, Interim VPFA  
Laura McKinney, VP Wilsonville  
Sara Reuter, Director of Sponsored Projects and Grant Administration  
Tracy Ricketts, AVP Development and Alumni Relations  
Paul Rowan, VP ITS  
Di Saunders, AVP Communications and Public Affairs  
Dr. Matthew Sleep, Assistant Professor Civil Engineering  
Dr. Sean St. Clair, Department Chair Civil Engineering

**1. Call to Order/Roll/Declaration of a Quorum**

**Chair Brown** called the meeting to order at 10am. The Secretary called roll and a quorum was declared.

**2. Consent Agenda**

**2.1 Approve Minutes of July 9, 2015 Meeting**

**Trustee Peterson** moved to approve the minutes of the July 9, 2015 meeting.  
**Trustee Hill** seconded the motion. With all Trustees present voting aye, the motion passed unanimously.

**3. Action Items - none**

#### 4. Discussion Items

##### 4.1 Student Services Presentation

##### 4.2 Student Success

**VP/Dean Foley** walked through a PowerPoint presentation (on record) addressing both Student Services and Student Success. She explained the retention process and how Student Services fits. She stated the limited number of graduate students are offered the same services as undergraduates. She also explained that the campus security at Wilsonville is contracted out and separate from Campus Safety. Discussion regarding: the need for a definition of student success specific to Oregon Tech, retention rates of various student groups, and how new admits' goals are identified. She explained the makeup of the Student Support Team which meets weekly to discuss students who might be showing concerning behaviors. Discussion regarding tutoring and getting students the help they need prior to them making a decision to drop out or fail. Discussion regarding student/faculty research projects and the need to market those projects on campus and in the communities. She explained how data is acquired from graduates to determine job placement. Discussion regarding measurements to show any correlation between student services and retention.

**Trustee Brown** praised the faculty for their involvement with students.

**In honor of the Umpqua Community College mass-shooting which occurred a week ago today, a moment of silence was taken at 11am.**

Discussion regarding whether the services offered at each campus might affect retention rates; not all services are available on the Wilsonville campus at this time but as it grows additional services will be provided. Discussion regarding the programs offered to students who start at KCC and whose ultimate goal is to come to Oregon Tech. Agreement that there needs to be more work done to enhance the relationship between KCC transfer students and Oregon Tech. An explanation was given of services offered to GLBTQ students including clubs and Safe Zones.

##### 4.3 Academic Plan Presentation

**Dean Maupin** presented Provost Burda's PowerPoint (on record) covering the Academic Master Plan, including the process, identification of targets by quadrant (Klamath Falls, Wilsonville, on-line, and extension campuses), how the process will work, measurable goals, and new initiatives. The plan is posted on the Provost's website. **Trustee Peterson** requested the document focus more on tenured track faculty and potential growth, and how the general education courses are impacted with increased growth in programs. Discussion regarding scholarship program for faculty in the promotion process, dual high-school/college credit program, OHSU rural campus partnership, South Metro STEM partnership, Klamath Project and Klamath Idea, and the need to build up a summer program offering courses to community members.

#### 5. Other Business/New Business

**Dean Maupin** gave an update on the Master of Allied Health program. The proposal for the new degree is out for external review and should be complete within the next few weeks. The committee will address this at the February meeting.

**Chair Brown** gave an overview of items for upcoming meetings and asked Trustees to send ideas to him or **VP/Dean Foley**. **Trustee Peterson** requested an update on recruitment for an upcoming meeting.

**VP/Dean Foley** stated that all Trustees are required to participate in Title IX training. Trustees will receive the on-line login information when it is sent to all students, staff and faculty (this calendar year).

**President Maples** stated we will be keeping an eye on the impact to our enrollment based on the free community college programs offered.

**6. Adjournment**

**Trustee Goloski** moved to adjourn the meeting. **Trustee Peterson** seconded the motion. **With all Trustees present voting aye, the motion carried unanimously. Meeting adjourned at 11:50am.**

Respectfully submitted,



Sandra Fox,  
Board Secretary

DRAFT

## **DISCUSSION**

### **Agenda Item No. 4.2**

### **Textbook Costs Presentations**

To: Academic Quality and Student Success Committee, Oregon Tech Board of Trustees

From: Gregg Waterman, Associate Professor of Mathematics

Re: Open Educational Resources

I am pleased and honored to be given the opportunity to visit with you on February 22nd about providing our students a better education at lower cost through Open Education Resources (OER). The Open Education Resource movement is something that I am very passionate about. I have created this document to:

- (1) provide you with some basic information in the hope that it will allow us to spend the brief period of time that I will have with you as efficiently as possible; and
- (2) demonstrate what an OER might look like - this document is in fact an OER!

#### **What are open educational resources?**

##### [Definitions of Open Educational Resources](#)

I would like to emphasize that OER are not limited to textbooks. There are also many excellent videos available. In the area of mathematics, there are two open resources online homework/quiz/test systems available. I can't speak for other subject areas.

#### **How do OER differ from commercially available materials?**

- OER are available to everyone at no cost and, if they are truly “open,” they can be modified by the user with a few minimal restrictions, like attributing the work to the original author(s).
- OER must be sought out by the adopters, whereas publishers' materials are usually marketed (aggressively at times) to faculty members by the few publishers that have an essential monopoly on the textbook market:  
[Community College Proves that Schools Don't Need Textbooks](#)
- Some OER materials rival publishers' offerings in “production values” but many are “more primitive.” Here is a bit of insightful commentary on that:  
[Stop Saying “High Quality”](#) blog post by David Wiley of Lumen Learning

I personally find the simplicity of OER materials to be a desirable feature, and some of my students have commented favorably in this regard on my student evaluations. Publishers' textbooks tend to be bloated affairs with far too much - of everything! (That's just my opinion, of course, although a couple rounds of shoulder presses with a commercial calculus text in one hand and a biology text in the other might get you on my side of that argument!)

### **What is the current status of the world of OER?**

If you have spent any time on Youtube looking for instruction on how to do something then you are pretty aware of what the world of OER looks like right now. Many people are contributing, some individually, some collaboratively. Some do it with no financial support, some have grant funding or institutional support. One of the results of this is that the world of OER has been very distributed, which has made it difficult and time consuming to find and evaluate what is available. However, there are now signs of coalescing. To get some idea of what is out there in terms of textbooks you can select Browse textbooks at this link:

[Open Textbook Library](#) at the [University of Minnesota Center for Open Education](#)

For my math courses I have incorporated a number of videos by the individual who made this: [Ex: Find the Intercepts of a Polynomial Function in Factored Form](#) The video is from James Sousa's [mathispower4u](#) website. James is a faculty member at Phoenix College in Arizona. As near as I can tell he developed his extensive library of excellent videos pretty much on his own.

### **Why should we use OER?**

Not only are OER available at no cost or low cost (in the case that students wish to have "hard copies" of texts provided through the bookstore), but many of us contend that they lead to better learning as well. I again refer you to the article

[Community College Proves that Schools Don't Need Textbooks](#) as well as the following short video: [Open Educational Resources](#)

### **What are some current incentives for faculty members to develop or adopt OER?**

- Saving students money.
- Course materials that are cleaner and more concise than publishers' materials, leading to more effective learning.
- The ability to customize materials.

### **What are some current disincentives for faculty members to develop or adopt OER?**

- Fear of the unfamiliar! Publishers' texts are the "safe" way to go.
- Publishers' materials are often more "seductive" than OER.
- Publishers offer generally more robust packages of support materials than are available in the OER world. In some cases a package can be purchased (by the students of course) which almost "teaches" a course by itself.
- Publishers' materials are easier to find. Usually a simple call or e-mail to a company representative will prompt the sending of numerous sample copies.

### **What could be done to promote the development or adoption and use of OER at Oregon Tech?**

- Facilitate the exploration and examination of existing OER by faculty. Other institutions throughout the state seem to be doing this by having a library faculty member devoted full- or half-time to OER.
- Reward faculty with stipends or release time for the development of OER.
- Reward faculty with stipends for the first-time adoption of OERs for a course, and perhaps for reviewing those materials when done using them.
- Encourage faculty to secure external support for development of OER. There will soon be opportunities available through the [HB 2871 Open Educational Resources Grant Program](#) to be administered by the Higher Education Coordinating Commission. Faculty could take advantage of funding through [Open Oregon](#) by partnering with community college faculty. There are likely other opportunities available as well.
- Promoting the idea of adoption or creation of OER. For example, there could be a session devoted to the subject at Convocation.
- Recognize the creation of OER, or the packaging of existing OER into course design, as professional development in support of promotion. This needs to be done with an awareness (that many faculty members do not have) of how things are done in the OER world.